

SAN DIEGO CITY SCHOOLS

Date: April 14, 2016

To: **Elementary** School Principals, Area Superintendents, Division and Department Heads

Subject: PROMOTION/RETENTION AND PLACEMENT DECISIONS FOR STUDENTS AT-RISK AT THE ELEMENTARY LEVEL

Department and/or Persons Concerned: Principals, Vice Principals, Teachers, and Counselors

Due Date: Complete required documentation by the end of the academic year.

Reference: District Procedure No. 4755, Promotion/Retention

Administrative Circular No. 30, Support for Students At-Risk at the Elementary Level (Intervention Plans), October 29, 2015

Action Requested: Review and implement promotion/retention procedures for students at-risk.

Attachments:

1. Decision to Promote or Retain: Teacher Directions
2. Decision to Promote or Retain Form
 - a. English version
 - b. Spanish version
3. Parent/Guardian Information Letter
 - a. English version
 - b. Spanish version
4. Parent/Guardian Conference Request Form
 - a. English version
 - b. Spanish version
5. Agreement for Pupil to Continue in Kindergarten Form
 - a. English version
 - b. Spanish version

Brief Explanation:

The primary purpose of this circular is to call your attention to the actions that must be taken at the end of the school year for students identified as at-risk of not meeting grade-level standards.

This circular and attachments contain important information related to student promotion/retention. It is essential that site administrators, teachers, and counselors carefully review all of the attached materials to ensure that the promotion/retention and student placement processes outlined in Administrative Procedure No. 4755 are followed consistently throughout the district. *Please discard all related materials from previous years.*

Description of Attachments

1. Teacher Decision to Promote or Retain Forms

Teacher instructions for completing the Teacher Decision to Promote or Retain forms are found in Attachment 1. Attachments 2a and 2b are copies of the Teacher Decision to Promote or Retain forms, in English and Spanish. **A form must be completed for each student at-risk** (i.e., each student with a Learning Contract), even if the student is not being considered for retention.

All forms can be accessed and printed electronically at the school site via the Office of Leadership and Learning Website. These are available in several languages: English, Spanish, Tagalog, and Vietnamese.

- For students who are candidates for retention, the promotion/retention/placement decision should be discussed with the parent/guardian during a conference. There is an appeal process for parents/guardians who disagree with the teacher’s decision to promote or retain. (See Administrative Procedure No. 4755 for a description of the appeal process.)

Attachments 3a and 3b are copies of the Parent/Guardian Information Letter in English and Spanish; Attachment 4a and 4b are a “Parent/Guardian Conference Request Form.” Both of these documents should be distributed with each Teacher Decision to Promote or Retain form. Attachment 5 is a copy of the Agreement for Pupil to Continue in Kindergarten form (in English and Spanish), for distribution as needed.*

Action Timeline

The following timeline comes from Administrative Procedure No. 4755.

Action Dates	Responsible Party	Actions to be Taken
<i>Within last 6 weeks of instruction</i>	Teacher	<ul style="list-style-type: none">• Evaluate student’s academic performance based on designated performance measures and, if needed and appropriate, additional evidence of student academic achievement, participation in support and intervention opportunities, readiness for next grade level, etc.• Consult with the principal and the student’s parent/guardian.• Make promotion/retention decision (elementary level).

* Please note: California law (Education Code 48011) requires parent/guardian approval for a Kindergarten student to be retained. A signed Agreement for Pupil to Continue in Kindergarten form must be kept on file at the school site for any student retained in Kindergarten in order for the district to collect ADA (average daily attendance) for that child during the retention year (i.e., next school year).

Action Dates	Responsible Party	Actions to be Taken
		<ul style="list-style-type: none"> • Indicate decision on Teacher Decision to Promote or Retain form and submit to principal for signature. • Indicate decision on Elementary Progress Report Collection form (report card scan sheet).
<i>At least 3 weeks prior to end of school year</i>	Principal	<ul style="list-style-type: none"> • Make promotion/retention decision for Kindergarten students (retention requires parent/guardian approval). Complete Agreement for Pupil to Continue in Kindergarten form and file in student's cumulative folder. • Sign all Teacher Decision to Promote or Retain forms; notify parents/guardians of decision and the opportunity to request a meeting to discuss student's academic program in the coming year and/or appeal the decision.
<i>Prior to end of school year</i>	Teacher Principal, Teacher Principal	<ul style="list-style-type: none"> • Convene meeting with parent/guardian upon request to discuss student's academic program for the coming year. • Conduct appeal process upon request by parent/guardian. <ul style="list-style-type: none"> – Make final promotion/retention decision following the proceedings. – Contact parent/guardian regarding disposition of the appeal; provide written notice shortly thereafter.
<i>End of school year</i>	Principal	<ul style="list-style-type: none"> • File all original documents in the student's cumulative folder. • Distribute copies as indicated to parent, teacher, principal, and, at exit grade only, the middle/junior high school. • Notify receiving middle-level school of students promoted with recommended interventions.

APPROVED:



Jim Solo
Executive Director
Office of Leadership and Learning

Attachments (9)

Distribution Lists: A, B, and D

Decision to Promote/Retain

Directions for Completion, Elementary Level

Consideration of Retention

The decision to retain a student should be made on an individual case-by-case basis. There should be compelling rationale when this decision made. If you choose to retain a student list the compelling reasons that an additional year at this grade level is supportive of the student. Determine what different and/or additional supports will be intentionally provided to ensure student success if the decision is made to retain. Sites should take into account multiple data points when determining whether to promote or retain a student.

Directions for Completing the *Decision to Promote or Retain* Form

1. Fill in the student information at the top of the form.
2. Check whether the decision is to promote or to retain. Check the appropriate line in the grey box at the top of the form.
3. Check the sources of information used when determining whether to retain or promote the student.
4. List the Tier 1, 2, & 3 interventions implemented, dates implemented, results, and potential steps for next school year.
5. Attach the Data Director Student Profile as well as other test data and relevant information you used when making your decision.
6. Sign the *Decision to Promote or Retain* form.
7. Contact the student's parents to inform them of the decision and to provide them with an opportunity to meet and discuss promotion/retention.

Evidence to consider when determining whether to retain a student (Literacy):

- Site and classroom assessments (example: DRA)
- Instructional reading level (example: Fountas and Pinnell Reading Level)
- Formative Assessments or Measures of Academic Progress
- Units of study writing samples
- Elementary Progress Report Card marks

Evidence to consider when determining whether to retain a student (Math):

- Site and classroom assessments
- Formative Assessments or Measures of Academic Progress (at participating schools)
- End-of-Year Test/End-of-Course Exam Data
- Elementary Progress Report Card marks

Additional Considerations for English Learners

English learners with fewer than three years of English language instruction generally should not be retained. They may be recommended for retention if:

1. They are also not making adequate yearly progress in acquired English, and
2. Staff and parents jointly decide it is in the best interest of the child.

Additional Considerations for Students with Disabilities

Students with disabilities as identified according to the Individual with Disabilities Education Act (IDEA) are expected to reach the same grade-level expectations as non-disabled students, unless these expectations have been modified as part of their Individual Education Program (IEP). Students with disabilities must be provided appropriate accommodations and modifications as outlined in their IEP to achieve grade level standards.

If a student who has an IEP is a candidate for retention, a Supplemental IEP Meeting should be held in place of the required parent/guardian conference. At this meeting, the team will review progress on goals, update present levels of performance and consider additional changes to the IEP as needed. It should be documented on the Team Action page that retention was discussed and that associated documents were provided. The IEP Team does not make final recommendations regarding promotion and retention.

Parent Appeal Process

Schools must provide parents/guardians an opportunity to appeal the decision of the assigned classroom teacher. The appeal process is outlined in District Procedure 4755. In accordance with the law, a decision by the assigned classroom teacher to promote or retain a student cannot be overturned unless the decision is “determined to be a direct result of clerical or mechanical mistake, fraud, bad faith, or incompetency.”

SAN DIEGO UNIFIED SCHOOL DISTRICT
Decision to Promote or Retain: Elementary Level

School: _____

Student Name: _____ ID No. _____ Grade Level: _____

Collaboration Team: _____

_____ Decision to Promote	_____ Decision to Retain
	End-of-Year _____ Following Parent Appeal Conference _____

Promotion/Retention Based on the Information Below (Attach Illuminate Student Profile and other Documentation)

_____ Assessments (Specify): _____

_____ Formative Assessments/ End-of Course Exams (Specify): _____

_____ Elementary Progress Report Card _____ CELDT _____ eOPL

Interventions

Initial Academic Recommendations:			
Tiered Interventions:	Dates:	Results:	Potential Steps for Next Year:

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Parent conference was held on (date): _____	Parent Appeal Conference was held on (date): _____
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DISTRITO ESCOLAR UNIFICADO DE SAN DIEGO

Decisión para promover o retener: nivel de primaria

Escuela: _____

Nombre del estudiante: _____ # de ID _____ Grado: _____

Equipo de colaboración: _____

_____ Decisión para promover

_____ Decisión para retener

Fin del año _____

Después de la entrevista de apelación de los padres _____

Promoción/Retención basada en la información de abajo (Attach Illuminate Student Profile and other Documentation)

_____ Evaluaciones (especifique): _____

_____ Evaluaciones formativas/exámenes de fin de curso (especifique): _____

_____ Elementary Progress Report Card _____ CELDT _____ eOPL

Intervenciones

Recomendaciones académicas iniciales

Intervenciones por nivel:	Fechas:	Resultados:	Pasos potenciales para el año entrante:

Firma del padre/madre: _____

Fecha: _____

Firma del maestro/a: _____

Fecha: _____

Firma del administrador: _____

Fecha: _____

Firma del consejero/a: _____

Fecha: _____

Entrevista con los padres realizada en (fecha): _____ Entrevista de apelación de los padres realizada en (fecha): _____

Information for the Parent or Guardian:

Each school in the district is working with children, parents, and guardians to help students succeed academically and meet state grade-level standards. Earlier this year, your child was identified as *at risk* of not meeting grade-level standards. At that time, the teacher developed an Intervention Plan that included recommended academic support programs to help your student succeed. The Intervention Plan also outlined the possible consequences if your student was not making adequate progress at the end of the school year—including retention in his/her current grade.

At the end of this year, your child’s teacher re-evaluated his/her academic performance and assessment results. The enclosed *Decision to Promote or Retain* form reports the teacher’s decision about whether your child has made adequate progress towards grade level standards.

Included in this document are test results, grades, and other information your child’s teacher used to make this decision, as well as academic interventions and supports your child **may** receive next year. Possible assessments used for this decision are described in the chart below.

Great care has been taken in making the promotion/retention decision; however, if you disagree with the decision, you may submit an appeal to the principal. A conference will be scheduled for you and your child to meet with the principal and teacher to review the recommendation for retention. Following this conference, the teacher will make the final decision to retain or promote your child, and you will receive written notice shortly thereafter.

EXPLANATION OF SCORES

Assessment	What the Score Means...
Developmental Reading Assessment (DRA)	Indicates the level of book your student can read with the teacher’s guidance.
Mathematics Assessments	Shows whether your student has mastered grade-level mathematics concepts.
CA English Language Development Test (CELDT) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level (OPL) for your student at the time of testing (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).
Expected Overall English Language Proficiency Level (eOPL) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level expected for your child, based on the length of time he/she has been enrolled in school.
District Formative Assessments: Literacy and Mathematics	Shows how well your student did on ongoing formative assessments in Literacy and Mathematics.

Información para los padres o tutores:

Cada escuela en el distrito trabaja con los niños, padres, y tutores para ayudar a los estudiantes a salir adelante académicamente y lograr alcanzar los estándares de nivel de grado. Al comenzar este año su hijo/a fue identificado como **en riesgo** de no alcanzar los estándares de nivel de grado. En ese momento, el maestro desarrolló un Plan de Intervención que incluía recomendaciones de programas de apoyo académico para ayudar a su hijo/a a tener éxito. El Plan de Intervención también explicaba las posibles consecuencias si su hijo/a no lograba satisfacer los criterios de promoción al final del año escolar, incluyendo la retención en su actual grado escolar.

Al final de este año, el maestro de su hijo/a re-evaluó su desempeño académico y resultados de exámenes para determinar si su hijo/a ha satisfecho los criterios de promoción. La forma de *Decisión para promover o retener* anexa le informa la decisión del maestro sobre si su hijo/a ha hecho el progreso adecuado hacia los estándares de nivel de grado.

Incluidos en este documento están los resultados de los exámenes, calificaciones y otra información que el maestro de su hijo/a utilizó para tomar su decisión, así como de las intervenciones académicas y apoyos que su hijo/a **puede** recibir el año entrante. Las posibles evaluaciones utilizadas para esta decisión se describen en la tabla inferior.

Se ha tenido gran cuidado al tomar la decisión de la promoción/retención; sin embargo, si usted no está de acuerdo con esta decisión, usted puede presentar una apelación ante el director. Se programará una entrevista para que usted y su hijo/a se reúnan con el director e el maestro para revisar la recomendación para la retención. Después de esta entrevista, el maestro tomará la decisión final para retener o promover a su hijo/a y usted recibirá una notificación escrita poco después.

EXPLICACIÓN DE CALIFICACIONES

Evaluación	Lo que significa la calificación
Evaluación del desarrollo de la lectura (DRA)	Indica el nivel de libro que su estudiante puede leer con orientación del maestro.
Evaluaciones de matemáticas	Muestra si su estudiante ha logrado dominar los conceptos de matemáticas de nivel de grado.
Prueba de California del Desarrollo del Idioma Inglés (CELDT) <i>sólo para alumnos que aprenden inglés</i>	Muestra el Nivel General de Dominio (OPL) de su estudiante al momento de la prueba (principiante, pre-intermedio, intermedia, pre-avanzado, avanzado).
Nivel General de Dominio esperado del inglés (eOPL) <i>sólo para alumnos que aprenden inglés</i>	Muestra el Nivel General de Dominio esperado en el inglés de su hijo/a basado en el tiempo que su hijo/a ha estado inscrito en la escuela.
Evaluaciones formativas del distrito: lectoescritura y matemáticas	Muestra qué tan bien su hijo/a se desempeñó en las continuas evaluaciones formativas en lectoescritura y matemáticas.

Parent/Guardian Conference Request Form

Student Name _____ Grade _____

School Name _____

Please Print Clearly

- I request a conference to review and discuss the evidence either for the retention of my student at the current grade level or for the placement recommendations for next year.

- I wish to appeal the decision to promote/retain my student.

Parent/Guardian Name _____

Parent/Guardian Signature _____

Telephone _____ Date _____

Teacher Name(s) _____

Forma de Solicitud de entrevista de padres/tutores

Nombre del estudiante _____ Grado _____

Nombre de la escuela _____

Por favor escriba claramente con letra de imprenta

- Solicito una entrevista para revisar y discutir la evidencia ya sea para la retención de mi hijo/a en su nivel de grado actual o para la asignación de las recomendaciones para el año entrante.

- Deseo apelar la decisión de promover/retener a mi hijo/a.

Nombre del padre/madre/tutor _____

Firma del padre/madre/tutor _____

Teléfono _____ Fecha _____

Nombre del maestro/maestros _____

AGREEMENT FOR PUPIL TO CONTINUE IN KINDERGARTEN

Reflects amendments to Education Code Sections 46300 and 48011, effective January 1, 1992

School: _____**Name of Pupil:** _____**Kindergarten Attendance Anniversary Date:** _____**Signature of School Official Approving For District:** _____**Date of Official's Signature:** _____*Information for parent or guardian:*

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to have the child continue attending kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to having him or her continue. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until _____
(may not be more than one year beyond anniversary.)

Signature of Parent/Guardian: _____ Date: _____

Printed/Typed name of Parent/Guardian: _____

Address: _____

Telephone Number: _____

ACUERDO PARA QUE EL ALUMNO CONTINÚE EN EL KÍNDER

Refleja enmiendas a las Secciones 46300 y 48011 del Código de Educativo, en vigor a partir del 1° de enero de 1992

Escuela: _____

Nombre del alumno: _____

Fecha de aniversario de asistencia al kínder: _____

Firma del funcionario escolar que aprueba por el distrito: _____

Fecha de la firma del funcionario escolar: _____

Información para padres o tutores:

La ley de California estipula que después de que un niño ha sido legalmente admitido a un kínder y ha asistido durante un año, el niño debe ser promovido al primer grado a menos que el distrito escolar y los padres/tutores del niño acuerden que el niño continúe asistiendo al kínder por no más de un año adicional. Esta regla se aplica ya sea que el niño comience el kínder a principios del año escolar o en una fecha posterior, de manera que un niño que comienza el kínder en enero, por ejemplo, deberá ser promovido el siguiente enero a menos que haya un acuerdo formal en hacerlo continuar. Debido a que los niños en edad del kínder por lo general no se desarrollan de manera constante o predecible, el Departamento de Educación de California recomienda que la aprobación de que un niño continúe no se debe dar hasta cerca del aniversario de la admisión del niño/a al kínder.

Estoy de acuerdo en que mi hijo/a (nombrado arriba) continúe en el kínder hasta _____
(no puede ser más de un año después del aniversario).

Firma del padre/madre/tutor: _____ Fecha: _____

Nombre del padre/madre/tutor: _____

Domicilio: _____

Número de teléfono: _____